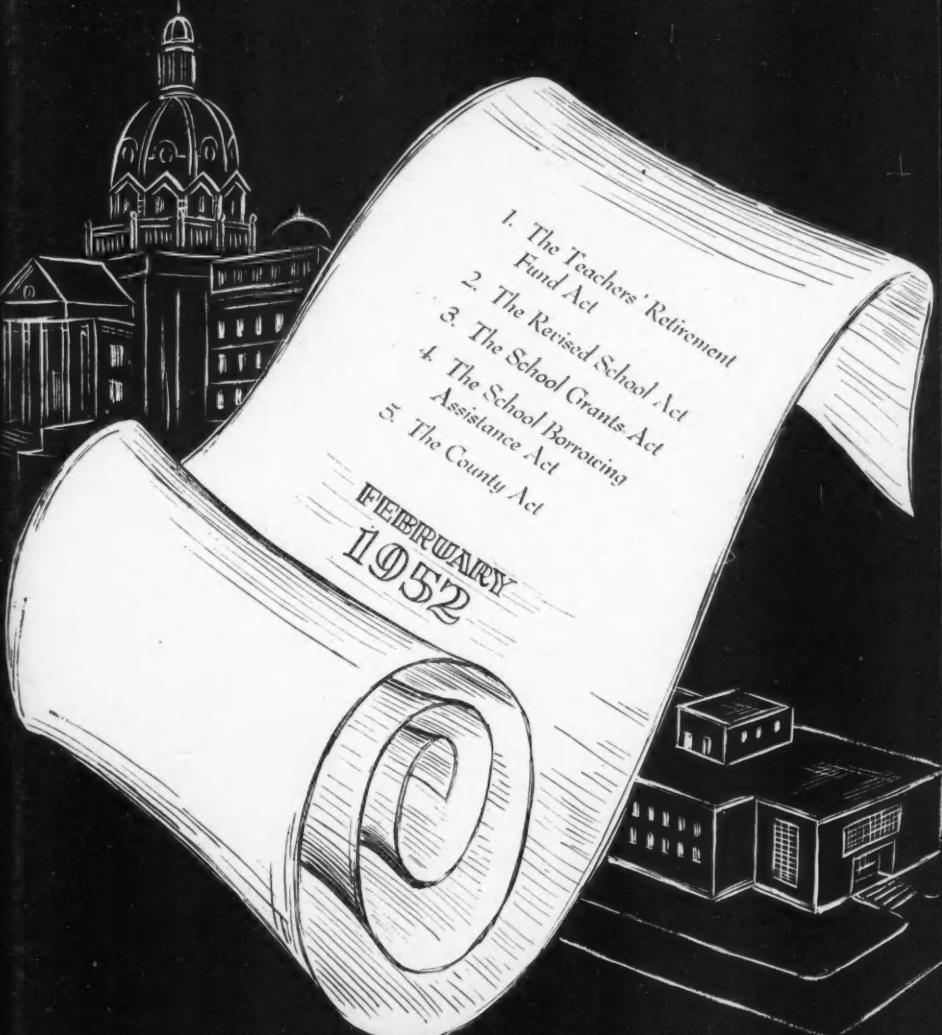


THE ATA MAGAZINE

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION



1. The Teachers' Retirement Fund Act
2. The Revised School Act
3. The School Grants Act
4. The School Borrowing Assistance Act
5. The County Act

FEbruary
1952

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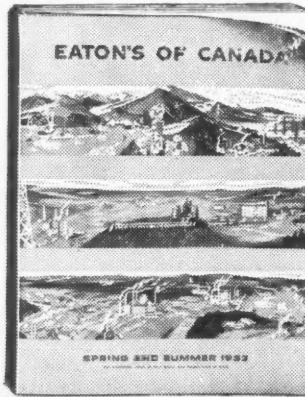


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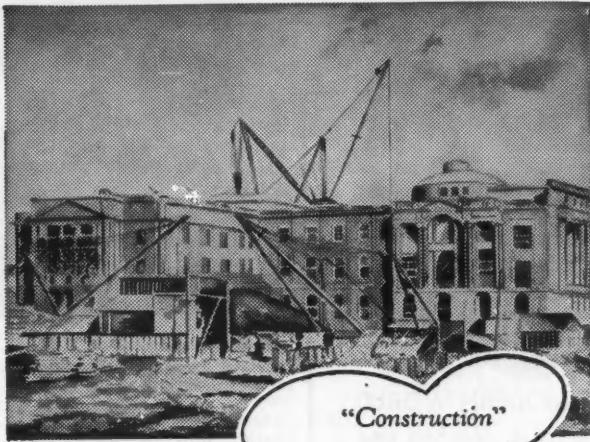
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GOVERNMENT OF THE PROVINCE OF ALBERTA

THIS MONTH'S COVER



THE MODERN WORLD

By R. A. MacKay and
S. A. Saunders

Written for senior students, this thought-provoking book is the story of world political and economic developments during the present century. It interprets the various types of government and the way in which they attempt to achieve some degree of common understanding. It also examines the world situation as it is related to Canada.

THE MODERN WORLD was originally published in 1935 and has sold very widely as there is nothing else which covers the same ground. For this new edition, the book has been drastically revised to include the crowded years of history which have intervened since 1935. Much new material has been added, especially in Parts III and IV. The writing is excellent. Not only are all points crystal clear, but the book makes easy and attractive reading.

There are 39 illustrations and charts
\$3.75

THE RYERSON PRESS
TORONTO

The cover picture this month shows the Legislative Buildings and lists the Alberta Statutes of special interest to teachers that will be dealt with by the Legislative Assembly of Alberta at its 1952 session. The whole of The School Act is up for review, having been rearranged and redrafted. Teachers always watch school legislation and legislation related to schools with close attention and right now with more than usual attention, because what is done at this session of the legislature may affect the school and teachers for years to come and, besides, 1952 may be an election year.

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ERIC C. ANSLEY, Managing Editor

Barnett House, 9929 - 103 Street, Edmonton, Alberta

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FEBRUARY, 1952

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INFORMATION ABOUT PROPOSED SCHOOL LEGISLATION PROVINCE OF ALBERTA 1952

Four important areas of school legislation will be dealt with by the fifth session of the Eleventh Legislature, with the speech from the throne scheduled for February 21, 1952.

- 1. The Teachers' Retirement Fund Act.**
- 2. The Revised School Act, especially the following sections:**
 - (1) tenure,
 - (2) transfers of teachers and principals,
 - (3) fiscal independence of school boards,
 - (4) statutory minimum salary.
- 3. The School Grants Act.**
- 4. The School Borrowing Assistance Act.**
- 5. The County Act.**

Members of the Alberta Teachers Association and special committees of locals of the Alberta Teachers' Association are urged to bring all proposed legislation, of interest to teachers, to the attention of their MLA's. As there may be an election this year, the MLA's will undoubtedly want to know what the teachers think about this legislation.

THE TEACHERS' RETIREMENT FUND ACT

Actuarial Survey, 1950

L. E. Coward, of the actuarial firm of W. M. Mercer Limited, has made a survey of the Fund and has reported as follows:

1. The present contributions of 8% of salaries are not sufficient to maintain present benefits.

2. The unfunded liability has increased from an estimated \$6,500,000 in 1947 to \$12,000,000 as at December 31, 1949. (The unfunded liability is now over \$13,000,000.)

3. In order to maintain the present benefits it will be necessary to increase the contributions to the Fund by 3% of total salaries.

4. In Mr. Coward's opinion, the Fund has been operating satisfactorily, except that the inflationary increases in the earnings of teachers since 1946 have added to the liabilities of the Fund, something which had not been anticipated and which cannot be controlled.

What Has The ATA Proposed?

The Executive Council of the Alberta Teachers' Association met with the Executive Council of the Government on January 7, 1952, and proposed that

"1. Contributions by teachers, government, and school boards should be increased from 8% of salaries to 11%,

"2. An increase of 3% of salaries would provide for slightly more than the interest on the unfunded liability, and the balance could be used to increase the benefits for service from and after 1952.

"It should be noted that it is difficult to increase contributions, without a corresponding increase in benefits. It is also difficult, if not impractical, to decrease benefits to people going on pension and to those who are now on pension. If the increase in benefits were from 1952

A PARTIAL SUMMARY

	No. of Years Basis for Pension	% of Salary Paid in Pension	Pension full service and average salary	\$1500	\$3000
New Brunswick	5 years	75 %	\$1125	\$1875	
Nova Scotia	15 years	70 %	1050	2100	
Quebec	10 years	70 %	1050	2100	
Ontario	15 years	70 %	1050	2100	
Newfoundland	5 years	66 2/3 %	1000	2000	
P.E.I.	5 years	66 2/3 %	1000	2000	
Alberta	5 years	52 1/2 %	787.50	1575	

Saskatchewan, Manitoba, and British Columbia cannot be compared readily as their schemes provide for service pensions plus annuities.

on there would be no corresponding increase in the amount of the unfunded liability. The unfunded liability is a fixed amount in so far as years of service are concerned, but not in so far as salaries are concerned."

How Does Our Scheme Compare With Other Provincial Schemes

In 1948, Alberta had one of the best pension schemes for teachers in all of Canada. By 1951, the other provinces had improved their schemes and Alberta was at "the bottom" again. The objective in most provinces is a full pension of 70%

of the annual salary based on x number of years of continuous service.

Adequate retirement allowances for teachers will help to attract and hold good teachers, as well as adequate salaries, reasonable tenure laws, etc. Alberta, Canada's wealthiest province, has one of the poorest pension schemes for teachers in Canada. Moreover, the amount now being paid into the fund is not sufficient to maintain present benefits. Our scheme requires an immediate increase in contributions of 3% of salaries.

THE SCHOOL ACT

THE School Act has been rearranged and rewritten and will be presented to the legislature this year. The sections of *The School Act* of especial interest to teachers are:

86. *No teacher under contract to a board shall hold the office of trustee in any district or division.*

At present, a teacher employed in one school district but living in another district is eligible to serve as a school trustee in the district in which he lives. The proposed amendment will take away the right of teachers to serve as members of any school board. Under *The County Act*, it is doubtful if the teacher can serve as a member of the municipal council, which would disenfranchise all members of the teaching profession so far as municipal councils are concerned. At present, teachers are serving on councils in Edmonton, Calgary, Lethbridge, Medicine Hat, Ponoka, Blairmore, and no doubt numerous other places. This proposed amendment is discrimination. It will keep teachers out of municipal politics in Alberta, the training, generally, for provincial and federal fields.

175. *The board of a non-divisional district or of a division may (a) pay the expenses of a trustee or of an officer or employee of the board incurred in attending a convention of school trustees or any other educational convention or conference, or in carrying out business of the board authorized by a resolution of the board and requiring absence from his place of residence.*

This section provides for boards to pay the expenses of trustees, secretaries, or superintendents to attend courses or conventions. *The School Act* makes no provision to pay the expenses of teachers to attend inservice

training courses, other short courses, professional matters, etc. These practices are not consistent.

The new draft has omitted the section on discretionary power of the school board, which would permit boards to pay all or part of the cost of group insurance, hospitalization, and medical benefit schemes. No reason for this omission has been given except that it was executive government policy. The section of the previous act, 127(2) (c) and (d) is as follows:

(c) *to make provision by by-law for retirement allowances and sick pay allowances to teachers and other employees of the Board, and for the Board becoming a party to superannuation schemes for the provision of superannuation for teachers or other employees.*

(d) *to make provision by by-law for the Board becoming a party to schemes in the nature of insurance of teachers and other employees of the Board and to make contributions under any such scheme.*

303.—(1) *The council of a municipality, or the Minister of Municipal Affairs in the case of an improvement district or special area, within thirty days of the receipt of the requisition upon it by a district or division, may apply to the Board of Public Utility Commissioners for an examination of the estimates of the district or division for the current year.*

(2) *The district or division, forthwith upon request, shall supply to a municipality to which it submits a requisition a copy of its estimates.*

(3) *No application may be made by a council or by the Minister unless the requisition received by the municipality exceeds twenty percent of the total sum requisitioned by the district or division upon all the municipalities to which requisitions are submitted, or*

unless the amount of the requisition exceeds fifty percent of the total amount of the requisitions upon the municipality by all districts or divisions from which requisitions are received.

(4) The application shall be accompanied by a statement setting forth the respects in which, in the opinion of the municipality, the estimates of the district or division are excessive.

(5) The Board of Public Utility Commissioners, after due investigation, and the hearing of representations from the district or division and from the municipality, and from other municipalities included wholly or in part in the district or division if they desire to make representations, may—

(a) approve the estimates and requisitions; or

(b) direct that the requisitions upon the various municipalities shall each be reduced by a percentage which it shall determine, and that the estimates be revised accordingly.

(6) The Board may require to be produced and may examine such records and documents as it may deem pertinent to the examination.

(7) The Board shall notify the district or the division and the municipalities of its decision which shall be binding on all parties affected and there shall be no appeal therefrom.

(8) In the case of an application involving a school division, the requisitions referred to herein shall be the basic requisitions of the division only, as determined under Section 299.

Study this section carefully. It strikes at the fiscal independence of all elected school boards. It was the forerunner of *The County Act*, which does away with elected school boards with fiscal independence and provides for appointed school committees, all of whose actions would be subject to approval of the municipal council.

331.—(1) Subject to the provisions of the following subsections, a teacher

shall be deemed to have entered into a contract of employment with a board after the making of an offer of employment to the teacher by the chairman or secretary followed by an acceptance of the offer by the teacher on or before the eighth day following the date of the offer.

(2) If the teacher accepts the offer on or before the eighth day following the date of the offer the secretary shall send a confirmation of the resulting contract to the teacher forthwith.

(3) If the teacher does not accept the offer until after the eighth day following the date of the offer made by the chairman or secretary, no contract shall exist.

(4) After the eighth day following the date of the offer, the teacher may send a statement to the chairman or secretary to the effect that he wishes to accept the offer.

(5) Within four days after the receipt of the teacher's statement the chairman or secretary may send him a notification that he is under contract to the board, and the teacher shall be deemed to be under contract from the date of the notification.

(6) For the purposes of this section,—

(a) an offer, acceptance, confirmation, statement, or notification,—

(i) shall be in writing; and

(ii) may be sent by registered mail or by telegraph, or delivered by hand or ordinary mail;

(b) the date of an offer, acceptance, confirmation, statement or notification,—

(i) if sent by registered mail or by telegraph shall be the date of mailing or despatch;

(ii) if delivered by hand or ordinary mail shall be the date of receipt.

Sections 4 and 5 are new.

346.—(1) A Board may transfer a teacher from one school or room in its charge to another at any time during the school year.

(2) The board shall give seven days' notice in writing of transfer to the teacher concerned.

(3) The teacher, within seven days after receiving notice of transfer may request, in writing, an opportunity to be heard before the board.

(4) If a hearing is requested, the transfer shall not be effective until the teacher has been heard before the board or a committee thereof.

(5) The board shall not transfer under this section a teacher who has been designated to be a principal, vice-principal, or assistant principal under Section 367.

The Association has always opposed the power of a school board to transfer a teacher at its own discretion. A transfer may be the same as a dismissal and, as such, should be subject to appeal before a neutral body where the evidence is given under oath and subject to cross-examination. There have been several cases in Alberta that have indicated that this power of school boards is sometimes abused. Under this arrangement, a board may transfer a teacher from one of its best schools to one of its poorest schools, listen to his reasons for not accepting the transfer, refuse to reverse its own decision, and if the teacher does not report for duty at the assigned school, report to the discipline committee of the Association for professional misconduct, or dismiss him summarily without notice for refusing to obey a lawful order of the board. (Section 348)

358. (4) A board may withhold an amount not exceeding one monthly installment of a teacher's salary at the end of each term until such time as the teacher submits to the secretary such reports and returns as may be required by the Department.

This is not considered by the Association to be good practice. Certainly, the returns should be sent in on time, but the sending in of returns and the payment of salary are

two different things and should be dealt with separately.

359.

No provision has been made for the payment of teachers who have not been able to get to school on certain days because of bad roads, bad weather, breakdown in transportation and other things beyond their control.

360.(6) A board may pay salary under this section for a greater number of days than is hereby required.

Provision for accumulative sick pay.

365.(h) admit to his classroom for the purpose of observation and practice teaching students enrolled in the Faculty of Education and their instructors, and give them any assistance requested by the instructors.

Note that teachers are being required to do a professional job—at no salary.

367.

Provision that when there are ten or more teachers, the board shall designate one or more teachers to be vice-principal or assistant principal, the Alberta Teachers' Association has asked to have this number reduced in order to give more teachers training in administration before they are appointed as principals.

369.—(1) If a teacher receives a notice effective in the month of July he may, within seven days of the receipt of the notice, request in writing a hearing before the board.

(2) If a hearing is requested, the board, within fourteen days of the receipt of the request, shall provide an opportunity for the teacher to appear before the board or a committee thereof to hear the reasons for the withdrawal of the designation and to reply thereto.

(3) If the teacher is dissatisfied with the reasons given, and the board

does not withdraw its notice, he may appeal, within seven days, to the Minister who shall cause an investigation to be made and who may in his discretion confirm or disallow the termination of the designation.

Appeals heard under this section have not been satisfactory from our point of view because the evidence has not been given under

oath or subject to cross-examination.

380.

The Alberta Teachers' Association has asked for some time that Christmas holidays be fixed and not vary as they may now from one week to almost two weeks, depending on the day of the week Christmas and New Year's falls.



—Herblock, The Washington Post.

"I'm in The Fourth Grade, Third Shift, Second Layer"

THE SCHOOL GRANTS ACT

THE present grants formula provides for the following (1) basic grants per teacher, (2) equalization grants, based on the assessment per classroom, (3) transportation grants, (4) special grants.

The main sections of the present grants are as follows:

1. Grades I to VI—\$450 per year.
- Grade VII to IX—\$500 per year.
- Grades X to XII—\$750 per year.
- Home Economics and Industrial Arts, etc.—\$1,000 per year.
- Special Classes—\$1,500 per year.

2. Transportation grants based on the number of miles travelled and the normal pupil load.

3. Dormitory grants.
4. Equalization grants.

5. For all schools, the average assessment is less than \$130,000 per classroom.

The grants range from 8% of the total cost of elementary and secondary education in the large cities to over 80% in remote areas with low assessments. The average for the province is less than 30%.

The Alberta Teachers' Association has advocated the following: (1) larger grants per teacher and for equalization, (2) a per pupil grant, (3) a teacher grant, based on the teacher's qualifications and experience, the total of which should be at least 50% of the total cost of elementary and secondary education in Alberta schools.

Public School Enrollments in Canada, 1935-36 to 1954-55

Nine Provinces including Newfoundland, Quebec excluded for lack of data.

School Year	Elementary		Secondary		Total	
	Actual	Estimated	Actual	Estimated	Actual	Estimated
1935-36	1,342,937		263,315		1,606,252	
36-37	1,338,242		264,432		1,602,674	
37-38	1,331,251		271,894		1,603,145	
38-39	1,318,538	1,302,700	284,207	286,400	1,602,745	1,589,100
1939-40	1,297,084	1,294,600	286,969	284,600	1,584,053	1,579,200
40-41	1,283,810	1,290,100	270,689	278,900	1,554,499	1,569,000
41-42	1,261,537	1,285,200	261,395	275,300	1,522,932	1,560,500
42-43	1,270,474	1,278,200	237,219	277,100	1,507,693	1,555,300
43-44	1,264,901	1,266,400	239,377	289,500	1,504,278	1,555,900
1944-45	1,264,901	1,266,400	239,377	289,500	1,504,278	1,554,400
45-46	1,273,389	1,272,700	278,380	288,600	1,551,769	1,561,300
46-47	1,272,615	1,285,600	298,349	282,900	1,570,964	1,569,500
47-48	1,311,311	1,315,900	285,695	272,100	1,597,006	1,588,000
48-49		1,349,100		268,300		1,617,400
1949-50		1,383,800		268,300		1,652,100
50-51		1,422,800		267,800		1,690,600
51-52		1,503,600		266,600		1,770,200
52-53		1,591,600		271,800		1,863,400
53-54		1,591,600		271,800		1,863,400
1954-55		1,742,500		285,400		2,027,900

Reprinted from The Canadian Railway Employees' Monthly.

THE SCHOOL BORROWING ASSISTANCE ACT

THE Alberta Teachers' Association has urged the government to provide building grants of 50% of the cost of new buildings. The population in Alberta is increasing at a rapid rate. More schools are needed every year and the local tax authorities cannot provide the money that is necessary for all these new schools. The provincial government has large surpluses that should be put to use for the people of Alberta right now. *The School Borrowing Assistance Act* helps but it does not go far enough. Other wealthy provinces in Canada are doing much more than Alberta in grants for school building programs. In Alberta, some members of the government have held up Victoria High School in Edmonton as a horrible example of throwing money away on "educational frills" by a financially irresponsible school board. The building of Victoria High School has even been used as one reason why the government does not vote more generous building grants for schools.

Some day the people of Edmonton are going to be proud of Victoria High School and may even wish they had one or two more schools just like it in other parts of the city.

THE SCHOOL BORROWING ASSISTANCE ACT

7.—(1) When any school division (includes school district) has been authorized to borrow money for capital purposes in accordance with the provisions of *The School Act* and such borrowing has been approved by the Board in accordance with the provis-

ions of this Act, the Provincial Treasurer, on the recommendation of the Board, may pay to the division from the Fund any amount not exceeding twenty-five percent of the total authorized borrowing, in respect of a borrowing approved by the Board prior to the first day of April, 1951, and any amount not exceeding thirty percent of the total authorized borrowing in respect of a borrowing approved by the Board on or after the first day of April, 1951;

(2) The school division shall repay to the Fund,—

(a) only one-half of the amount received from the Fund in respect of an application for assistance submitted to the Board prior to the first day of April, 1951;

(b) only one-third of the amount received from the Fund in respect of an application for assistance submitted to the Board on or after the first day of April, 1951.

(3) No interest shall be paid on any moneys repayable by a school division to the Fund.

8.—(1) The amount repayable to the Fund by any school division shall be repaid in ten equal annual installments.

(2) The first annual installment shall be paid on a date to be fixed by the Board which date shall not be later than two years after the receipt by the school division of the payment from the Fund.

(3) Subsequent installments shall be paid on or before the same date in each and every year thereafter.

THE COUNTY ACT

THE core of *The County Act*, as stated by the minister of municipal affairs, is to place the schools under the control of municipal councils, especially in regard to spending, by eliminating elected school boards with fiscal independence and substituting in place thereof school committees appointed by municipal councils. Other places have tried this scheme. In some places, it has resulted in a slight saving of taxes for a short time. In all cases, the school systems have deteriorated to an extent where, the educators in every community that has tried this system are now trying to get rid of it. To the best of our knowledge, there are no exceptions. In the United States, the system has been confined to cities. It is not difficult to compare school systems with those in other cities of comparable size, wealth, etc. School authorities are agreed that, in these cases, the school systems are not as good as they are in the cities with elected school boards that have fiscal independence.

The following excerpts have been selected to give teachers, trustees, and MLA's a comprehensive idea of the effects of appointed school board that are fiscally dependent.

If Alberta persists in the establishment of county systems with appointed school boards, without fiscal independence, Alberta is certain to go through the same unfortunate experiences as other places that have tried the same system.

Importance of School Policies for The Educational Program

(From article "Some Effects of Finance Policies and Practices on the Public School Program" in *The Phi Delta Kappan*.)

Two rather startling observations may be made concerning the study

of school finance practices:

(1) In spite of the evidence regarding the value of a sound foundation program plan in each state, there is still a great variety of finance practices among the states; and

(2) Many of the existing finance practices have at least some undesirable effects on the school program.

Too often school finance policies which are obsolete and harmful to the school program have been continued in effect. While it has been generally recognized that the amount, source, and control of school revenues have important effects upon the educational program, specific effects of certain finance practices have been forgotten in the greater controversies which invariably occur in the development of school finance programs. This study seeks to evaluate effects of such school finance policies and practices and indicate their importance to the development of an improved educational program . . .

Historically the bulk of the support for public education came from local property taxation. Two divergent practices with respect to the local financing of public education have developed. Some school boards are fiscally independent; that is, they have the right to levy a certain tax by a vote of the school board and, in some cases, to levy an additional tax if supported by a vote of the people. In other school districts, the school boards are fiscally dependent upon the city or town government or subject to a "fiscal review" by another governmental agency. In the latter case, the amount of funds which is to be devoted to education is finally determined by the town or other governmental agency and not by the

school board. In this situation, the school system frequently finds itself in competition with other departments of local government for financial support. The people are unable to express themselves directly for or against a proposed increase in expenditure for schools.

There is much evidence to indicate that the continued improvement of public education in America requires a relatively great degree of freedom for the local school board to raise funds from local sources. The tendency to restrict local taxation unduly by state law and to make the school boards wholly dependent upon the state may destroy a vital spark in

American education. In some states the school board operates almost exclusively upon an allowance given to it by the state legislature. The school board has virtually no authority or responsibility to decide on the amount of money which is required to operate the schools in the district. Without this basic responsibility and authority the school board has a limited role to play and community planning for the improvement of education may be impeded. A thorough investigation of this important issue is required to determine the effect upon the education program of different degrees of local fiscal independence . . .

Prevailing Provisions for Local Approval of Local School Budgets and Tax Levies

State	PRACTICE		EFFECT
	Non-School Agency May Reduce At Its Discretion	Only when Prescribed Levy Exceeded	
Alabama		x	May budget in keeping with sound educational policies. May distribute money among the various school services.
Arizona		x	Effect is excellent. Rarely any attendance at public hearings.
California		x*	Increases extent to which local attitudes toward the importance of education are reflected in budget size. Thus, tends to be great difference in budget item proportions over the state. Rural schools tend to develop impossible budgets needing readjustment.
Colorado	x*	x	Occasional conflict between county commissioners and school board. (County commissioners generally have no discretionary power.)
Connecticut	x		Controls school expenditures. Places school budgets in relation to total municipal budgets which may or may not be detrimental in various situations.
Florida		x	Public hearings poorly attended. County Budget Commissions in seven counties often handicap school program.
Illinois		x	Local board has power to plan, finance, and carry out the educational program for which they are responsible.
Indiana	x*		Review deemed unnecessary in view of tax limitations. Educational need frequently ignored. Not desirable.
Iowa		x	School is free from political and financial influence of local governments. School does not have to enter into "inter-budget" competition for funds with other agencies of government.
Kansas		x*	School board can set policies for school.
Kentucky		x	Budget is adapted to the needs of the school district as recognized by superintendent and board.
Louisiana		x	Board officials are informed upon items and amounts necessary appearing in the budget, while others are not informed. Criticism seldom results from this procedure.
Maryland	x		Have fared well because approval has been by people friendly to schools.
Massachusetts		See footnote 1	Does not prevent mayor, city council or town meetings from arbitrarily reducing the budget. (NOT GIVEN)
Michigan	x		
Minnesota		x	Wide variation between districts. School board can supply educational program if thinks desirable and fiscally feasible.

Mississippi	x		(NOT GIVEN)
Missouri		x	Local initiative. Increased responsibility for local administrators to plan adequately.
Montana		x	Local board may set their budget within anticipated income.
Nebraska	x*		Reduction seriously interferes with school program.
Nevada		x	School boards have complete fiscal independence. School affairs are handled as they should be and money is allowed for things most needed.
New Hampshire		x	Permits freedom of action and encourages sounder budget procedures.
New Jersey		x	Places responsibility where it belongs.
New York	-	x	Each school in fiscally independent. This tends towards local interest in school.
No. Carolina	x		Hinders progress. Political control.
No. Dakota	x		(NOT GIVEN)
Ohio		x	Local boards prevented from levying sufficient taxes for operation without vote. Practically all districts depend upon voted levies.
Oklahoma		x	Limited fiscal control by local school board. Local initiative is discouraged.
Oregon		x	Probably removes undesirable political control.
Pennsylvania		x	Best practice.
So. Dakota		x	Gets away from city council politics. Separate item on tax bill places a heavy burden on education public relations.
Tennessee	x		Requires non-school representatives to be familiar with school needs. Prevents adoption of an adequate budget frequently in the name of economy of taxes.
Texas		x	Assures freedom of action to those who should know what budget should contain.
Utah		x	(NOT GIVEN)
Vermont		x	(NOT GIVEN)
Virginia	x		Administrators must justify budget and keep up good relations with tax legislative bodies.
Washington	x*	x*	(NOT GIVEN)
Wisconsin		x	School program may proceed unhampered in most school districts except in some cities where officers have difficulties in getting final approval from city councils of the school budget.
Wyoming		x	In event of declining property valuations, school expenditures must be reduced. There is frequently a lack of funds.
T. Hawaii	x		Educational decisions are made by non-educators.
Wash. D.C.	x		Changes are often made by person not acquainted with school problems.

* Indicates disagreement among chapters within the state in regard to practice.

1 Local school board (school committee) has authority to force municipality to appropriate amount required but such authority based upon appeal to Supreme Court.

Local Approval of Budgets And Tax Levies

The practices in this area involve the question of fiscal independence of schools. In a number of states practically all of the local school systems are completely fiscally independent and no local agency other than the school board has to approve the budget or tax levies. However even in many of these states there are different practices for the various types of districts. In nearly every state there are some districts or cer-

tain types of districts whose budgets must be reviewed or approved by some local non-educational agency such as the city council, the county commissioners, or a special budget board.

Practically all authorities in education who have studied the subject agree that the most desirable practice is to make the school board fully responsible officially for approval of the budget and the proposed tax levy except, perhaps, when the proposed levy exceeds a certain prescribed

maximum, it may be desirable to have the approval of the voters for the additional levy.* Many authorities in the field of public administration and political science take the opposite point of view, that is, that the budget should be approved by some non-educational agency, and this undoubtedly accounts to some extent for the difference in practices which are found among the various states.

The three practices relating to local approval of budgets and tax levies which are considered in this report are as follows:

(a) In most districts school budgets must be submitted to some non-school county or local budget agency which has authority to reduce expenditures or proposed tax levies.

(b) In most districts school budgets are required to be submitted to some non-school county or local budget agency which has authority only to reduce proposed expenditures or levies when the proposed levy exceeds a prescribed rate.

(c) The local school board has full authority to prepare and adopt a budget without reference to any county or local non-school budget agency (fiscally independent).

There are ten states in which the prevailing practice reported is for local school budgets to be reviewed and approved by some local non-educational agency which has rather complete authority to reduce the amount in the budget or the proposed tax levies if it desires to do so.

Committees from these states submitted the following comments:

Connecticut: Controls school expenditures. May or may not be detrimental in various situations.

Indiana: Review deemed unneces-

sary in view of tax limitations. Educational need frequently ignored. Not desirable.

Nebraska: Reduction seriously interferes with school program.

North Carolina: Hinders progress. Political control.

Rhode Island: Fiscal dependency may prevent effective school planning.

Virginia: Administrators must justify budget and keep up good relations with tax legislative bodies.

Hawaii: Educational decisions are made by non-educators.

Washington, D.C.: Changes are often made by persons not acquainted with school problems.

There are seven states for which the committees reported that while the prevailing practice is for local school budgets to be reviewed by some non-educational agency, this agency generally has authority to reduce amounts of proposed levies only when the levies would exceed a certain prescribed rate.

Comments from these committees are as follows:

Colorado: There is occasional conflict between the county commissioners and the school board. (County commissioners generally have no discretionary power.)

Maryland: Schools have fared well because approval has been by people friendly to schools.

Ohio: Local boards prevented from levying sufficient taxes for operation without vote.

Oklahoma: Limited fiscal control by school board. Local initiative is discouraged.

Typical comments with reference to the situation in which the local board has full authority for the budget with the possible exception of required approval of the voters when the proposed levy exceeds a certain amount follow:

California: Increases extent to which local attitudes toward the im-

* A few authorities advocate submission of the budget to the voters for approval in at least all smaller communities.

portance of education are reflected in the budget . . . rural schools tend to develop impossible budgets needing readjustment.

Illinois: Local board has power to plan, finance, and carry out the educational program for which they are responsible.

Iowa: Schools are free from political and financial influence of local governments. Schools do not have to enter into interbudget competition for funds with other agencies of government.

Kansas: School boards can set policies for schools.

New Jersey: Places responsibility where it belongs.

New York: Each school is fiscally independent. This tends towards local interest in schools.

State Provisions Relating To Local School Budgets

The following practices involving state provisions relating to local school budgets are listed on the form:

(a) Some state agency has authority to review all or practically all school budgets and to require reductions in proposed expenditures or local tax levies when it considers such reductions desirable.

(b) Some state agency has authority to review all school budgets but may not require reduction in proposed expenditures unless the levies exceed a certain prescribed rate.

(c) Budgets are filed with some state agency which has authority only to require errors to be corrected and to suggest improvements.

(d) Responsibility for reviewing or approving school budgets is lodged in a state agency other than the department of education.

(e) There is no requirement that any local school budgets be filed with or reviewed by any state agency.

There seem to be three outstand-

ing issues with reference to state approval of local school budgets as follows:

(1) Should copies of local school budgets be filed with any state agency for review or approval?

(2) If it is desirable for local school budgets to be approved by any state agency, what agency should have the responsibility?

(3) If local school budgets should be reviewed or approved by any state agency, what should be the extent of the authority of that agency?

There is a decided difference of opinion regarding the issue of state review. In most states in which there is no requirement for state review or approval of school budgets, the prevailing opinion seems to be that it avoids centralized control and increases the feeling of local responsibility.

Typical comments are as follows:

Arizona: Cuts out red tape. Allows locally elected board members to exercise a little home rule.

Connecticut: Towns are able to follow their own ideas as to amounts and purposes of local expenditures.

Kansas: Local school boards not hampered by state agency regulations.

Oregon: Provides local autonomy and control over budget.

The judgment regarding the effect of this practice (no state review) on the educational program is undoubtedly influenced not only by what has been customary but by the number and types of districts in the state. In states with many small districts there is some feeling that unless budgets are reviewed by some appropriate state agency, many problems may arise. For example the committee from New Hampshire stated: "Multiplicity of practices results in lack of uniformity. Permits budgets which have little function."

All committees agree that if any state agency is to have the responsi-

bility for review or approval of local school budgets, the responsibility should be fixed in the state board or department of education rather than in some non-educational agency. This is consistent with recommendations of authorities who have studied the problem. The state educational agency should be in better position than any other state agency to exercise this responsibility without handicapping the educational program.

In Indiana, Iowa, Louisiana, and Oklahoma the review responsibility is now vested in an agency other than the state department of education. Comments are as follows:

Indiana: Educational needs frequently ignored. This is result of reviewing authority in an agency which has little understanding of educational problems, and no responsibility for meeting educational needs. Not desirable.

Louisiana: Undesirable because it could lead to political influence.

Territory of Hawaii: Policy making function of school board greatly reduced.

Washington, D.C.: The commission often reduces the proposed expenditures.

There is also rather general agreement that if the state department of education is to review or approve the

proposed budget its functions should be restricted to requiring correction of errors and giving suggestions for improvements. However, in some states which have review or approval by a state agency, the authority of the agency goes considerably beyond this point. The provision that any state agency has full authority to require any proposed expenditure or levy by local school systems to be reduced is considered by authorities to be a highly undesirable practice.

In states where the responsibility of the state department of education is limited to correction of errors and giving suggestions some committees reported that this requirement tended to improve budget practices. Comments are as follows:

Kentucky: Within statutory limitations, local school units determine their own program.

Pennsylvania: Affords some guidance to small districts having incompetent secretaries . . . Rests authority in local board.

Tennessee: Promotes uniform budgetary procedure throughout the state.

Texas: Compels the making of budgets and provides a source of statistical information.

Statement at Calgary District Convention

ERIC C. ANSLEY

THE Alberta Teachers' Association is opposed to *The County Act* in so far as it affects the school system because we have always favored local control of schools. We think the best system is to have elected school boards with the right to set its own budget for school purposes. Also, we think there

should be no politics in school matters, and if the schools are placed under the control of municipal councils there is a danger that politics may creep into the school system.

It should be emphasized, in the dispute about *The County Act*, that the Alberta Teachers' Association has

never been asked by the government or by any member of the government for an opinion in regard to *The County Act* in general, the proposal that an appointed school committee replace the present school boards and that the school budget be set by the municipal council. It has been suggested that we withdraw our opposition and give it a trial for four years. It has been stated that the larger unit of administration, which was set up by the government in 1936 got the same kind of reception as *The County Act* but that it is now supported by the very same people who opposed it in 1936. This is true, but look at the differences. In 1936, and previously, the larger unit of administration set-up had the approval of the Alberta Teachers' Association and of every other recognized authority on education not only in Canada but in North America. The opposition to the larger unit of administration came from trustees of one-room schools. On the other hand, the system outlined in *The County Act*, with its appointed school boards without fiscal independence,

is opposed by the Alberta Teachers' Association and by every other recognized authority on school matters in North America. In the United States where this system is used in 40 out of the 100 largest cities (but rarely, if ever, in any other area) the trend is definitely away from appointed school boards without fiscal independence and towards elected school boards with fiscal independence. For example, New York, the largest city in the United States, changed its system just last year and now has an elected school board that has full fiscal independence. The October 16 issue of *Life* magazine on page 55 under the heading "How Good Is Your School," under question 63 says, "The school board, through determining its own budget without restrictions, is independent of financial control by nonschool agencies of the municipal government." This test was prepared by *Life* with the assistance of experts in school matters. They firmly believe that fiscal independence of school boards is one of the marks of a good school system.

The County Set-up

Alleged Advantages:

1. Having the boundaries co-terminus, for municipal, school, and hospital districts, would be a decided advantage over the present set-up, where, in many instances, districts overlap so much that hospital authorities have to deal with several councils, and councils have to deal with several school boards, and vice versa.

2. With only one governing body to elect, there would be only one election instead of three, as at present.

3. With the administration of the three services under committees of

the council, all the members might have a fuller knowledge of what is going on in the district.

4. Presumably there will need to be only one annual meeting.

The Objections to the Provisions Of the Present Act:

1. No reference is required to be made to the residents of an area to be formed into a county as to whether or not they are willing to have the change made. There should be a plebiscite before the change. A request by a council or school board is not enough.

2. School and hospital boards are

to be done away with. If their work is to be performed by members of the county council, then these members should be elected for that specific job and not appointed by the council, as provided for in the Act.

3. The Act provides that a school or hospital committee may coopt a limited number of members. That is, they may appoint members who have not been elected but who will have nearly all of the rights, duties, and privileges of elected members. All of the members of these committees should be elected by the people and should be responsible to them. The Council has the power to restrict the scope of the rights, duties, and privileges of the committees.

4. There will be much greater centralization of authority. The establishing of large municipal units and school divisions lessened the interest of ratepayers and residents greatly, and increasing the centralization will likely still further diminish local interest.

5. It will make greater demands on the time of the councillors, since they will not only have to attend as many meetings of their respective committees as school and hospital boards held formerly, but will also have to attend council meetings. In addition, unless they turn this work over to paid employees, they will have the same amount of supervision to do as formerly.

6. Since there is now practically

no overlapping of office work and it is presumed that the office employees gave value for their salaries, when this work is consolidated in one office and departmentalized, it will likely cost more rather than less.

7. Unless more than a one-day annual meeting is held, it will be impossible to get a fairly full discussion of the affairs of the county by the ratepayers.

8. In a relatively small number of cases, boundaries now are almost co-terminus and the readjustment regarding assets and liabilities is going to be very difficult and unsatisfactory. In many cases, the results of years of planning and labour by one council or board, will be turned over to a neighboring council which may not be in a position to reimburse the taxpayers who paid for this work, nor even be able to make as much use of it as the people who planned it.

Since no responsible person has yet made the charge that the taxpayers' money has been squandered by school or hospital boards or councils, and there has been no overlapping of services, the argument that the mill rate can be reduced by instituting the county system, falls flat. The only way the mill rate can be reduced is either by the taxpayers demanding less service, or by a greater contribution from provincial revenue.

Can Alberta Learn from Ontario?

THE Hope Commission which was appointed in March, 1945, to study the Ontario educational system submitted its report to the Ontario Government on December 21, 1950. The Commission of 20 members received 258 briefs and

heard 474 witnesses. Individual commissioners and committees of the Commission visited other provinces in Canada, various states in the United States, as well as England, Scotland, Northern Ireland, Sweden, and Denmark, to secure information and

advice from officials and accredited persons and authorities.

Administration

It is not the intention of this article to make any extensive comments on the report as a whole, but there are certain sections in the report which deserve the serious consideration of all Alberta educationists and taxpayers. Alberta is just entering a phase of local administration with respect to its schools, which has been in existence in Ontario for many years and is now condemned by the Commission. Note carefully the following:

"All school boards are to be elected bodies; the present practice of having high school boards appointed is to be discontinued." The province is to be organized into regions similar to our present divisional units, and further it is envisaged and proposed that boards of education

(elected) employ their own business officials and inspectors and be to a great extent free from the control of the Department of Education.

It is also proposed that arrangements be made to permit adoption in accordance with the wishes of the local ratepayers of one of two types of administration under boards of education with jurisdiction over both post-elementary and public elementary education.

Alberta through its County Act legislation proposes to revert to the methods of school administration from which the Ontario commission, according to its report, deems to be inefficient and out of date. Note the sentence "All school boards are to be elected bodies. Appointed, which would include coopted members, to be discontinued."

Reprinted from The Alberta School Trustee.

NEA Bulletin

May 26, 1950.

Dear Mr. Ansley:

You are quite right in your views as set forth in your letter of May 11, 1950.

We are generally opposed to our school committees or boards being subject to the control of another governmental agency such as a municipal council. Our best situations, and indeed our common practice, is to have our boards of education, directly responsible to the electorate, with such boards authorized to fix local levy rates for school tax purposes, limited only in their exercise

of this power by general statutes of the respective states.

I am enclosing a recent bulletin issued by the NEA Research Division. You will be particularly interested in Chapter VIII. This statement is one of the most recent in point of issue and will, I believe, be helpful.

Most cordially yours,

A. B. MARSTON,
Director, Legislative-Federal
Relations Division,
National Education Association
of the United States.

See page 22 for statement.

Fiscal Independence of Local School Systems*

Research Division

NATIONAL EDUCATION ASSOCIATION

Washington, D.C.

THE prevailing policy in the United States has kept the local administration of schools separate from other governmental functions. This is accomplished through setting up the board of education as a separate corporation. In the majority of the cities the local board of education enjoys the right to levy taxes, to make a budget, and in every other particular control and administer a system of public education.

The Policy of Separate School Administration Has Been Established Legally

The legislatures of the several states, in establishing systems of public education required by constitution, have created or designated local units of government to represent them in administering details. Usually special subdivisions of the states have been created, endowed with corporate life, and granted power to maintain and operate public schools wholly independently of the municipal corporations or other local governmental units covering the same geographic areas. Less frequently legislatures have employed existing municipal bodies as their agents for this purpose. In such cases municipalities have been given various degrees of responsibility, ranging from complete control of educational matters to a few routine ministerial duties . . .

Efficiency in Administration Has Resulted from the Separation of School and General Municipal Administration

The question has arisen as to whether it is advisable that those portions of our state educational systems which are located in cities be in a greater or a lesser degree combined with general municipal administration . . . Certain city school systems have been controlled in some measure by municipal authorities. It has been inevitable in such circumstances that controversies have arisen concerning the extent of such municipal power, and the division of authority between school and city officials. These contentions have sometimes gone into the courts, and four or five hundred such cases have been appealed to the highest legal tribunals. From the decisions of the courts in these cases there is available today an authoritative record which furnishes a pertinent and important illumination of the problems under consideration.

Court Decisions Have Favored Separate School Administration

The history of litigation on the whole favors the separate administration of education. In a few instances public education has profited through its connection with municipal government, and in a few cases city officials have used their power of control to protect the best interests of education from mal-administration of school authorities. In the great majority of cases, however, educational efficiency has suf-

*National Education Association and American Association of School Administrators, Educational Policies Commission. **THE STRUCTURE AND ADMINISTRATION OF EDUCATION IN AMERICAN DEMOCRACY**. Washington, D.C.: the Commission, 1938. Chapter II, "Local School Administration," p. 41-72.

ferred through its association with city government. Dissension and strife have almost inevitably followed in the wake of educational control by municipal authority. Where education has been placed under the control of city officials, they have tended to regard matters of public education as a municipal affair, losing sight of the fact that public education is a function of the state and that the city is its limited agent. General municipal officers tend to forget that they have no inherent power over education and that without legislative sanction they have no Municipal charter provisions come to more right of control over schools than school boards have over cities. be regarded as superior to the general state educational law; municipal authority as superior to the right of the state. Where limited controls have been given to cities, the tendency has been to extend them, usurping authority given by the law to school authorities. A ministerial duty of levying a tax legally requested by school boards has sometimes

been extended illegally to control the uses and expenditures of the funds collected. Power given to city councils to approve or disapprove total budgets has been used as a warrant to dictate the purchase of items of supplies, the selection of school sites and planning and erection of school buildings, and the policies of employment or dismissal and the salaries of individual members of the non-professional or teaching and supervisory staffs. Mere location of public school systems within municipal boundaries, though without a legal connection with the municipalities, has led certain cities to attempt to

control the powers and properties of the independent educational authorities. Throughout the history of this litigation, municipal authorities have with impressive frequency played a role of opposition to educational development; they have traditionally taken the part of restriction, curtailment, and reluctant performance of educational duty. The record shows exceedingly few instances of municipal governments taking a position of leadership in promoting the welfare of education. It is not to be wondered at, therefore, that where litigation has arisen, the courts have most frequently held that education is a function of the state and that in the local administration of schools

the board of education representing the state is supreme.

One of the most fundamental considerations with respect to the local administration of schools relates to the control of the financing of this governmental service. It is easy to argue that in any locality there is a limited fund available for the support of all government and

that each phase of governmental service should come before a central body to make its claims and to receive that allocation of funds which can be justified in the light of the cost of all government . . .

Fiscal Control is Invariably Connected with Selection of Personnel

If the personnel in the school system, both professional and non-professional, is to be maintained on a highly professional basis and without reference to party affiliation or allegiance, then the board of education must control its own finances. In most of the other divisions of

From The County Act
SECTION 11

11. The chairman shall be the chief executive officer of the county and shall be vested with all the rights, duties, privileges and powers of,—
 - (a) the reeve of a municipality;
 - (b) the chairman of the board of trustees of a school division; and
 - (c) the chairman of the board of a municipal hospital district.

municipal government it is accepted practice to use positions in the public service as instruments of political patronage. Indeed, freedom from partisan political interference in the schools is most certainly guaranteed by the fiscal independence of the board of education.

Education Is a Unique Function of Government in Our Democracy

The argument for the separation of school administration from the other functions of government is based upon the concept of the unique function of education in American democracy. The American form of government stands or falls as the people act intelligently with respect to public affairs or fail in their responsibilities as citizens. The only sound basis upon which to maintain an intelligent citizenry is through education. If the schools are subject to partisan political control, there is no assurance that a fair consideration of common social and governmental problems will be presented to children and to youth as an important part of their education. If schools become the agency through which any particular propaganda advocated by any section of the population is promulgated, then democracy is doomed.

The Fiscally Independent Board of Education May Levy a Tax or Determine Its Budget Within Certain Limits

The most common practice in the United States provides that the board of education shall have the power to levy taxes in support of education. Variations from this procedure are

found where the board of education is permitted to propose a budget to be met by the general fiscal authority so long as it does not exceed a certain percentage of the total revenue available, or where the board of education is limited in its expenditures to the money accruing from the levying of a particular tax rate on the taxable property within the school district. This latter practice has been fairly successful in a number of American communities. It suffers, however, from a distinct limitation. As the necessary program of education is developed, the extent of the program and its cost tend certainly to increase out of proportion to the total population, and possibly out of relation to the returns which may be expected from local property taxes. The people may be willing to devote a larger percentage of their total budget for public affairs to education. They should have opportunity to record their will in this matter. When a tax rate which once seemed

sufficient proves inadequate, the people should be permitted to vote an additional tax for the program of education which they consider essential.

Fiscally Independent Boards of Education Have Not Been Extravagant

It has sometimes been proposed that the granting of fiscal independence to boards of education will result in waste and extravagance, that men and women chosen for this most important governmental service will develop such enthusiasm for the service which they represent that they

will no longer give proper consideration to the resources of the people or to the other responsibilities which they must bear. This disaster, if it may be considered such, has not occurred in those cities in which the board of education enjoys fiscal independence. Indeed, a careful study of the cost of education under the two forms of control indicates that the fiscally independent boards feel their responsibility to the people as certainly as do the general fiscal authorities who determine the budget in other cities. The cities with fiscally independent boards of education do not spend more for education than is spent in cities under the other form of control. The argument for fiscal independence does not rest upon the possibility of securing more generous support. Fiscal independence is necessary in order that the board of education may discharge its responsibility to the people and in order that partisan political considerations may not enter to destroy the efficiency of the school service.

There may be added to the argument for fiscal independence the desirability of relieving those who serve on boards of education from the necessity of arguing the case for education before a general fiscal body that is little interested in education and that all too frequently acts unintelligently with respect to the program proposed by the board. Continuity in the development and maintenance of the educational program is much more certainly guaranteed where the board of education has full control. In the reverse case the school program may be greatly handicapped by the whims, the eccentricities, or the

political manoeuvres of the members of a city, county, or other local board of estimate and apportionment.

The General Fiscal Authority, in Determining the School Budget, Assumes Responsibility for School Policies

Where the control by the general municipal fiscal authority is complete and final, the board of education is unable adequately to discharge its functions in the local governmental organization. The program of education in any community is in very significant fashion determined by the

budget adopted by the board of education. If kindergartens are to be maintained as a part of the school system, provision must be made in space, in personnel, and in equipment and supplies for this service. If home economics courses are to be offered in the junior and senior high schools, it will be necessary to estimate with great care the number of pupils to be provided for, in order that

From The County Act SECTION 21

21 (1) The municipal, school and hospital committees shall submit their individual estimates to the county council in each year.

(2) The county council shall consider and review the estimates and may reduce or increase the estimates of any committee or may return the estimates to the committee for revision.

(3) The county council shall finally adopt the budget for the county.

(4) The portion of the budget of the county approved for each committee shall be administered and expended under the jurisdiction of that committee.

specially equipped rooms and specially prepared teachers may be made available in these schools. If significant physical examinations are to be given to school children, calculations must be made with respect to the time that must be required from doctors and nurses, the space to be made available, and the supplies and equipment necessary. If music is to include opportunities for choral work, for instruction in band and orchestra, and for individual or small group instruction, estimates of cost must be developed and provision made in the budget which will enable the school

administration to carry forward this part of the educational program. And so for every other service to be rendered by the school system. When the budget is determined by a general fiscal authority, the policies which prevail in the school system

are also determined by this body. If the board of education is to accept responsibility for the development of the local school system, then it must have the determination and the control of its own budget.

The County Act and Education

CLARENCE SANSON

UNDER the terms of the new *County Act* recently approved by the legislature the government is empowered to set up four "experimental" counties in which the management and control of all civic affairs, including the schools and the hospitals, will be vested in an elected county council. Education and health will be looked after by subcommittees of the council. At the end of four years the people in each county may decide by majority vote whether they like the new system or not. Presumably if the change is approved the whole province will be reorganized on this new basis as rapidly as possible.

While there are many things to be said in favor of *The County Act*, its provisions in relation to education are such a direct reversal of the trend on this continent for a century or more that it merits the most careful study right through the four-year period until the issues of the so-called "experiment" are finally decided. And the issues will never be decided until they are decided right, and the right decision, if history and experience mean anything at all, will not be in line with the terms of the Act, regardless of what the local people may think about it in the particular political and economic conditions which may be found in those areas in four years' time.

The County Act and Education was a statement made at the 1950 Annual General Meeting by the late Dr. Clarence Sansom, a prominent authority on education in the province.

Questions at Stake

The questions really at stake are those of the fiscal independence of school boards and the way they are appointed. *The County Act* proposes not only to destroy the fiscal autonomy of the boards but to wipe them out entirely. It proposes to put the school affairs of the community in the hands of a committee of the council which bears no resemblance to the present boards either in manner of appointment or fiscal responsibilities.

As bearing on the obscure and difficult question of the type of public control that is best for the schools, the proposed "experiment" is much too limited in scope. It covers too little territory and extends over far too short a time. What possible light can be thrown on the educative process in the schools by a purely administrative change in four small areas in a period of four years?

It would be of some interest to know in this connection on what basis the local people are expected to decide at the end of the trial period

whether the education of the children is better or poorer as a result of the change. Are they to try to find this out by means of school tests? But this is a fantastic idea and it probably hasn't occurred to any one.

More Likely

A more likely basis of judgment will be how peaceful and harmonious the new arrangement proves to be. If the present boards have been making requisition demands on the municipal councils that are considered excessive, and badgering the government in season and out for larger school grants, and if the new education committees weekly and quietly accept what is doled out to them by the county councils under the watchful eye of the Department of Municipal Affairs, this may be taken to mean that the "experiment" is an unqualified success.

But a more dangerous criterion than this could hardly be imagined. Education is an essentially spiritual activity carried on in a predominantly materialistic environment. As such it has to fight for its life. If peace, perfect peace, were to settle down over the relations of the education committees to the county councils and the government, it would probably be one of the worst things that could happen to education.

What is very likely to happen is that the vote will turn largely on political considerations. The government is a good government, it may be argued, and hence its action in liquidating the school boards must be a good action.

Doesn't Follow

But this doesn't follow at all. Because a man is a good man it doesn't follow that everything he does must be good. Not all the wrongness in the world arises from badness of heart. A good deal of it arises from lack of knowledge.

What is most likely to happen when

the vote comes on, and what is most hoped for perhaps by the sponsors of the Act, is that the vote will be taken on the Act as a whole, and that the educational changes, by far the most important feature of the Act on the long-range view, will just ride through, smothered by the other provisions of the Act.

That this is not allowed to happen is a primary responsibility of the educational leaders in this province during the next four years.

One wonders what the stand of organized labour is going to be on this whole question, after the long struggle it has put up since about the middle of the last century for school boards elected directly by the people and responsible only to the people for the control of the schools.

On questions of this kind which do not lend themselves to experimental techniques the best we can do is to fall back on accumulated experience and the consensus of informed opinion over many years.

Two Studies

This consensus with respect to the public control of education was well summed up for us by the late Fred Engelhardt, an eminent authority on school administration, in his book *Public School Organization and Administration*.

After presenting the results of two careful studies of city systems, one study covering 377 cities and the other 199, Engelhardt concludes as follows:

"It must be observed that these studies do not provide conclusive evidence, but they tend to substantiate, as far as any evidence available can, the present point of view regarding fiscal control generally accepted by educational authorities.

"Surveys made of cities in which there is control of school finances by bodies other than the school board show that as a rule the practice has resulted in the insidious shifting of

legal responsibility, the unwise curtailment of funds, the unwarranted intrusion of politics, the harassment of the school administration, the unnecessary lowering of standards in various fields and the general neglect of the school system. . . . The experience of the whole country over half a century points to but one tendency in those municipalities where there has been a divided responsibility in the administration of the public schools. *Whenever civic officers have been given the right to regulate the amount of funds which should be expended for schools, such action has invariably proved detrimental to the interests of public education.*" (Italics mine.)

Actual Systems

Should an authority like this be lightly thrown aside?

The Engelhardt evidence, be it observed, was not obtained from an "experiment" set up for the purpose. That would be entirely out of the question. The conclusions emerge from the study of actual school systems that had been operating under

diverse conditions as to public control over a long period of time.

There is no guarantee in the world that what happens to education in these new counties in the short space of four years will be even remotely typical of the state of affairs that will arise over a long period when the process of county-formation is complete and the financing of the schools becomes centralized in a non-educational department of the government. For one thing it may be assumed that governments do not like to embark on experiments in public affairs that do not pay off. Hence it is reasonable to suppose that the four counties will be more or less the darlings of the government in the meantime. But what will happen later on when the "experimental" stage has been left far behind?

The real question before us is not what the effect of the new proposal will be on education in four counties in four years, but what the effect will likely be on education in the entire province in twenty, fifty, or a hundred years.

County Systems in Ontario and Alberta are Two Different Systems

September 26, 1950.

Dear Eric:

I have your letter of September 21 with regard to the matter of the county system and its influence on local administration of education. I shall attempt to outline the situation in Ontario for what it may be worth to you.

Of course, the division of Ontario in counties goes away back, and in those days the administration unit of education was the local rural school section or urban municipality. There was no problem as between county

control and local school board control. The history here seems to show that all education legislation placed the control of the school apart entirely from the municipal council authority. The local school board has the right to determine the school budget for the year and to collect the taxes direct by issuing its own tax bills, if the municipal authority refuses to collect the school tax. There are several cases at the turn of the century where the municipal body refused to accept the school board's financial assessments and

Some advocates of The Alberta County Act have stated that "Ontario has it!"—meaning the county system of local government. What Ontario has in the way of counties is not at all similar to the set-up provided for by The County Act of Alberta. Read what a well-informed teacher of Ontario says about counties in his province. Compare the Ontario county system of local government with the Alberta system. There is little, if any, similarity.

court cases followed. In all cases the school board was upheld and the municipal board told that it had no jurisdiction over school expenses. It still had the right to refuse to collect the taxes for the school board but it never avails itself of that right since the taxpayer would have little regard for a municipal council that stood on its right and made it necessary to duplicate all tax bills and tax payments. This, then, was the history of school finances before the appearance of the larger school areas, both secondary and elementary, in the province. I might add that every two or three years we hear of a municipal council claiming that it should have control over the school purse strings. A few localities have even gone to the extent of asking other municipal councils to support this suggestion. Such a move has never met with favour by the Department of Education and when such a move appears the Trustees' Organizations and the Teachers' Federations have always joined forces to oppose it.

The idea of larger units of administration in Ontario became crystallized under two systems, (1) the public school area and (2) the high school district.

1. The Public School Area is formed by township council(s) which determine what local school sections are to join in the area for public school purposes. The area school board has representation from the old school sections each of which had previously operated a single school. This school board determines the budget for the operation of the

area and the township council has no more control over this item than has the Toronto City Municipal Council over the Toronto Board of Education. When capital expenses must be met, i.e., new school buildings, the debentures are issued by the township council but it collects the levy from the school ratepayers of each school section and the township council must issue the debentures if the ratepayers in the school sections vote in favour of the capital expense. You will see that from this set-up the township council has no more control over the area than did the old single municipal board have over the local school board.

2. Since the high schools draw from a larger geographic area, the high school district, when formed, might take in several townships, part of two or three adjoining counties or even all of the schools in a single county, e.g., Glengarry, Frontenac, etc. The county council, I am informed, has no control over the high school district other than in establishing it and defining or altering its boundaries. The High School District Board has representation from the public school area boards that comprise the district with, I believe, a county representative too. It sets its own budget and in the matter of capital expenses the procedure parallels that of the public school area. The county has been known to float a debenture issue but again it must do so if the ratepayers have favoured the issue on a referendum or if the townships comprising the area have favoured the issue. It is interesting to note that where two

townships have formed a public school area or two counties have formed a common high school district and thereafter have wanted to change the boundaries of the area or district, such cannot be done unless both townships or both counties are in favour of the boundary change. If it is not unanimous it must remain as first constituted.

I am not at all sure that this information will be of much value to you in your Alberta problem. There seems to me to be a definite difference. Here the system of the establishing counties and establishing local school boards was in effect long before the county took any interest in education. Therefore the administration of schools was firmly established and the control in the hands of the school board long before

districts were thought of. In your case in Alberta, if I have understood it correctly, part of the reason for establishing counties has been to gain county control over your school districts. In Ontario the two grew up side by side and almost by chance: in Alberta it has meant that one is being formed with the idea perhaps of controlling the other. Perhaps, though, the Ontario situation could be used to point up the argument that it is quite possible to have a county division of the province which operates almost completely apart from the school administration unit.

With all kind regards,

Sincerely yours,

STEVE ROBINSON,

Ontario Secondary School
Teachers' Federation.

What Other Provinces Are Doing About Elected and Appointed School Board and Fiscal Independence of School Boards

Saskatchewan: The minister of education and other members of the Cabinet have stated on several occasions that Saskatchewan will never do away with elected school boards or take away the fiscal independence of the school boards.

Ontario: The premier of Ontario and the minister of education for Ontario have both stressed the importance in our society of elected school boards with fiscal independence. The Hope Commission made the same recommendation.

British Columbia and Manitoba: Both have elected school boards with fiscal independence.

Maritimes: Some of the Maritimes have appointed school boards; some have school boards that are not fiscally independent. The schools and the school systems in the Maritime provinces of Canada are not generally regarded as the best Canada has to offer.

For progress in schools these days, watch Ontario and British Columbia especially.

Wainwright Division Opposes County System

The Board of the Wainwright School Division No. 32 has instructed me to send you the following protest against the establishment of a County in this area, as recently requested by the Wainwright Municipal Council No. 61.

WHEREAS, the members of the Board of the Wainwright School Division feel that they have given faithful, conscientious and efficient service as school trustees in this Division, and

WHEREAS, the present system has only recently been fully developed and is now providing adequate educational services and facilities, and

WHEREAS, the various Government Departments have not produced any evidence of inefficiency on the part of the present existing Boards or Councils that would justify or require the changes suggested in *The County Act*, and

WHEREAS, the members of the Divisional Board of the Wainwright School Division feels that the town of Wainwright which pays 13.3% of the school requisition has no elected representative on the County Council and will, therefore, have no effective voice in the educational affairs of the town schools, and

WHEREAS, the villages of the

Division, namely, Chauvin, Edgerton, and Irma, representing a population of approximately 1200 persons and who pay a total of 8.5% of the school requisition have no representatives on the County Council, and

WHEREAS, in the unanimous opinion of the Wainwright Divisional Board coopted members as suggested in *The County Act* would be disinterested and thereby inefficient since they would have no vote, and

WHEREAS, the present system is both responsible and representative in its administrative capacity,

THEREFORE BE IT RESOLVED, that the Government do not establish a county in this area until a plebiscite has been taken.

Wainwright Divisional Board.
Oliver G. Griffiths, Secretary-Treasurer, Wainwright School Division No. 32.
Dr. H. G. Felkins, Chairman.
F. M. Hill, Mrs. A. McLeod,
W. Lawson, F. Zajic, R. C. Hissett.

Editor's Note: Another odd thing about the county act is that a county may be set up on application of either the municipal council or the school board and has been done after a general meeting of the ratepayers has voted against it by approximately 140 to 2!

Emergent General

Representatives of every local in Alberta, with one exception, were present at the Emergent General Meeting January 26 to discuss salaries and pensions.

The president, Miss Marian Gimby, called the meeting to order at 9:30 a.m. and made a statement in regard to the seriousness of the situation.

The general secretary-treasurer outlined salary negotiations from 1946 to 1951, pointing out how the financial status of teachers has gradually worsened at a time when the province was enjoying unusual prosperity. H. J. M. Ross of Edmonton, Lars Olson, vice-president, and F. J. C. Seymour, assistant secretary of the Association, and teachers from every part of Alberta spoke about their experiences in salary negotiations.

The following motions were passed unanimously:

1. Whereas; the salaries of teachers in Alberta are lower than salaries in other occupations comparable with regard to training and responsibility, and

Whereas; increases in salaries for the last year or two have not been sufficient even to offset increases in the cost of living, and

Whereas; awards of boards of arbitration in teachers' salary disputes have been meagre, generally following a pattern of awarding \$50 per teacher per year, and

Whereas, there seems to be a general idea that teachers will not go out on strike, regardless of the situation, and

Whereas; the time has come when teachers must decide to use all means within their power to get adequate professional salaries,
BE IT RESOLVED, (1) that this assembly of councillors urge negotiating committees to negotiate for professional salaries for all

teachers, using as a basis for negotiations the salary schedule approved by the Executive Council of the Alberta Teachers' Association,

(2) that negotiating committees keep in touch with Head Office during all stages of negotiation, with a view to turning over negotiations to their official bargaining agent, the Alberta Teachers' Association, before any compromise is made, which later, may be detrimental to their case,

(3) that teachers be prepared to use all means provided by law to obtain satisfactory salary schedules; "all means" to be defined as the provisions in *The Alberta School Act* and *The Alberta Labour Act*, which include the right to ask for a strike vote and to go on strike, if the majority of the teachers are in favour, and subject to the approval of the Executive Council of the Alberta Teachers' Association.

2. BE IT RESOLVED, that the Executive Council be instructed to prepare and submit to the Annual General Meetings plans

(1) to add to the emergency fund of the Alberta Teachers' Association,

(2) to recommend the procedure that should be followed in regard to going out on strike, strike pay, etc.,

(3) to recommend how a special levy might be made for the purpose of paying salaries of teachers on strike.

3. BE IT RESOLVED, that we reaffirm the resolution of 1946, whereby the teachers pledged themselves to contribute up to 5% of salaries to the pension scheme, providing the provincial government and school boards match this amount.

General Meeting, 1952

President's Address

The following address was delivered by the president of the ATA, Miss Marian Gimby, at the opening of the Emergent General Meeting.

We have summoned you here today to put before you two very serious matters. The first is the urgent need for immediate large increases in teachers' salaries, and the second is the serious condition of our pension fund where we must either find somewhere an additional 3% of teachers' salaries, or reduce our present benefits. Your Executive must take action at once on both of these issues—we are asking you to make your wishes known.

A situation has developed in our salary negotiations, which we feel has now reached the proportions of a provincial emergency and warrants the calling of this special meeting of the councillors. In the past year the teacher shortage has doubled, and so has the number of experienced teachers who have left teaching to enter other occupations; in addition, the number of students enrolled in our teacher training schools is down far below what was expected. These are symptoms—the chief cause is obvious.

Teaching is work which has never been adequately rewarded, and we are living in times of rapidly mounting cost of living. Yet in the past two years, we have been disappointed again and again to find that the long, long struggle of negotiation and conciliation, and, finally, arbitration has ended for us in an award of \$50 per teacher per year. What's fifty dollars in these times? As an increase it's an insult. It doesn't meet the rise in the cost of food alone. Everywhere we are steadily and seriously losing ground.

Our most experienced negotiators have come to the conclusion that teachers are losing out for two reasons. First, the local committees come down too far from their original requests before they call in their bargaining agent, the ATA, and second, they always accept the awards of the boards of arbitration.

We have been timid. We have been too ladylike. We have been reluctant to make use of *The Alberta Labour Act*. We have been afraid of soiling our white collars.

The time has come in the opinion of your Executive to remind the membership of the ATA that we do not have to accept these awards. *The Alberta Labour Act* gives us legislative protection, which we have never used, protection better than that which teachers have in Saskatchewan and Manitoba, and quite as good as they have in British Columbia, where the Federation is actually affiliated with a labour union.

Many of us knew that someday a well-knit group of high-spirited teachers would have the gumption to stand up and say for all of us, "This isn't good enough." It happened one day last week in Stettler. You shall hear about it, presently. Several members of your Executive were there to see.

Let us face the issue honestly. We live in a rich province. This land is flowing with milk and honey—well, anyway, with oil and wine. The people of Alberta can afford to educate their children. They underpay their teachers only because the teachers let them do it. We are dealing every day with the most precious assets of the people—their children. If we do not appreciate the importance of our work and our value to the community, who else will? We set our own price on our services, and people must pay that price if we

insist, for they cannot do without us. By accepting a wage that is beneath what we deserve, we lower our own standard of living and that of our colleagues everywhere, and we degrade the status and prestige of our profession. The fault is in ourselves that we are underlings.

Public apathy and ignorance about the value of teaching can be cured only by us. Taxpayers may go on strike and teachers may go on strike. We all know where the money is coming from eventually—much of it—from the government of the province of Alberta. And when enough indignation has been generated by parents whose children are missing school, we will get results. "X marks the spot" on which they will put their elected representatives to the provincial legislature.

In the struggle to maintain and to raise the status of teachers, we must make it very clear that we are not attacking any particular section of the community and especially not the school trustees with whom we must bargain. In some respects they are in a worse case than we are.

Let me read you the final paragraph of an editorial in the January issue of *The Alberta School Trustee*. The editor is Mr. A. G. Andrews, general secretary of their Association.

"On behalf of the Alberta School Trustees' Association, I would like to assure the 6500 teachers in Alberta that school trustees appreciate the work the teachers are doing, sometimes under difficult and trying conditions. On the whole, the rank and file of teachers are willing to cooperate to the full with the school boards. The relationship between them is excellent. There are differences of opinion with

respect to salary schedules. School boards would like to pay higher salaries in many instances, but the taxpayer complains about the high school tax and the municipalities have the right to restrict school budgets. Let us have more co-operation between our two associations to educate the public that more money from somewhere must be made available for elementary and secondary education, if these existing problems are to be solved."

I hope I may speak for the councillors present and for the teachers of Alberta, who elected me to this high office, when I say that we appreciate the generosity and the justice of these comments. We do wish to cooperate faithfully with the trustees in raising the standard of education. We realize that the shortage of funds for education is not because of, but in spite of, the best efforts of the trustees. It is only fair that we should always remember this and let them see that we remember it.

Our negotiators have suffered defeat after defeat in collective bargaining procedures. Your Executive has given anxious thought to these matters on several occasions. Yesterday, at a special meeting we were all agreed that we must go forward bravely. We have specific suggestions to make, but we shall be governed by the spirit that is shown here today. We hope that it will be the courage of people who have a proper self respect and a pride in the dignity of their work.

The motto of the ATA is *Magistri Neque Servi*. We are masters and not slaves. We are masters of the art of teaching. We know its proper value. Our labour is worthy of the wages we are asking.



Official Bulletin, Department of Education

No. 149

Canadian Filmstrips

Since filmstrips produced by the National Film Board are sold at less and have the advantage of having the Canadian scene as a background, the following list of National Film Board filmstrips in the Audio-Visual Aids Branch library is here printed. Black and white filmstrips may be purchased from the National Film Board, South Side Post Office, Edmonton, at \$1.50 each. Colored filmstrips may be purchased for \$4.00.

Black and White

Asbestos — Mining, Processing P1596, The Canadian People P588, Dinosaurs P1597, Great Lakes Shipping P587, A Mint of Money P1184, Oil in the Modern World P1237, Rural School Lunches P731, Pacific Salmon Run P1139, Simplified Staging P1486. The Story of Wheat P912, Timber from Forest to House P1001, The Canadian Eskimo P1227, Canada Stamp by Stamp P800, From the Ground Up P767, The Grasshopper P1599, Lobster Fishing P1236, Newfoundland P1235, Ottawa P803, Salt Mining In Canada P1601, Sweet Sap P820, Pioneer Life in Upper Canada P1507, The Welland Ship Canal P1324.

Our Government — Administration of Justice P1338, Basic Freedoms P1339, Federal Government P1340, Municipal Government—Elections P1341, Municipal Government—Functions P1342.

Our History — Exploration and Discovery P1335, Political Development P1336, Settlement of Canada P1337.

Our Land—Introduction P1329, The Maritimes P1330, Quebec P1331, Ontario P1332, Prairie Provinces P1333, British Columbia, Yukon, and North-West Territories P1334.

Colored

Brush Up on Your Teeth P1217, Canadian Journey P1188, A Good Breakfast P1598, The Internal Triangle P1137, Masks of the North American Indians P1487, Peter, Polly and the Policeman P108, This Is the Milk We Drink P1135, Winter Comes to the Country P1509, Canada—Stamp by Stamp P800, Cut-Outs Up-to-Date P8, I Am a Letter P883, A Loaf of Bread P1136, Modern Chinese Painting P456, Summer Comes to the Country P1508, Ten Little People and Their Teeth P1213.

List of Voters

A list of the members of the Alberta Teachers' Association is given on page 43. Please check to see if your name is listed.

The 1951 TB Essay Contest

Prize winners in the Third Annual Essay Contest conducted by the Alberta Tuberculosis Association are as follows:

One-Room School Competition:

Deer Lake School, Dewberry.
Keg River School, Keg River.
Irwinville School, Marwayne.

Graded School Competition:

Grade VII

Hillhurst Junior High School Calgary.



Grade VIII

Cluny Public School.

Grade IX

Elk Point High School.

Grade X

Lethbridge Collegiate Institute.

Grade XI

La Glace High School.

Grade XII

St. Joseph's Separate High School,
Grande Prairie.



Those receiving Honourable Mention are: Passchendale School; Irma; Ferguson Flats School, Lindberg; Chinook School, Chinook; Church Hill School, Drumheller; Loyalty School, Trochu; Cross Lake School, Fawcett; Woods Christian Home, Calgary; Canuck School, Sexsmith; Green Mound School, Sunnydale; Riverside School, Medicine Hat; Lacombe School; Thibeault School, Morinville; Theresetta School, Castor; Grande Prairie School; Jefferson Centralized School, Owendale; Lloydminster School; Benalto School; Willingdon School; St. Mary's High School, Edmonton; Clandonald Separate High School; Tilley School; Consort High School; Vilna School.

The participation of the many classrooms in the Third TB Essay Contest is directly responsible for its success. While not all schools could be winners, the Judging Committee wish to compliment all teachers and students that participated in the Contest for their interest and effort in the work. They wish to congratulate the prize-winners and extend encouragement to all schools to put to good use the knowledge they have gained.

Alberta Tuberculosis Association

116 - 5th AVENUE EAST

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Christmas Seals Fight Tuberculosis

Personal



C. O. HICKS

Recently appointed as a representative of public education to the University of Alberta Senate, C. O. Hicks has taught in Alberta since 1907.

Mr. Hicks was born in Ontario and graduated from the University of Toronto in mathematics and physics. He first taught in Alberta at Dowling School, near New Norway, and came to Edmonton in 1909 to teach in Edmonton's first high school. Between 1917 and 1919 he was school inspector for the district west of Edmonton and then returned to Edmonton as principal of McDougall School. In 1920, he became principal of Victoria High School and has remained in that position ever since, taking over at the new Victoria School when it was opened in 1949.

He is a past president of the Alberta Teachers' Association and served for nine years as teacher

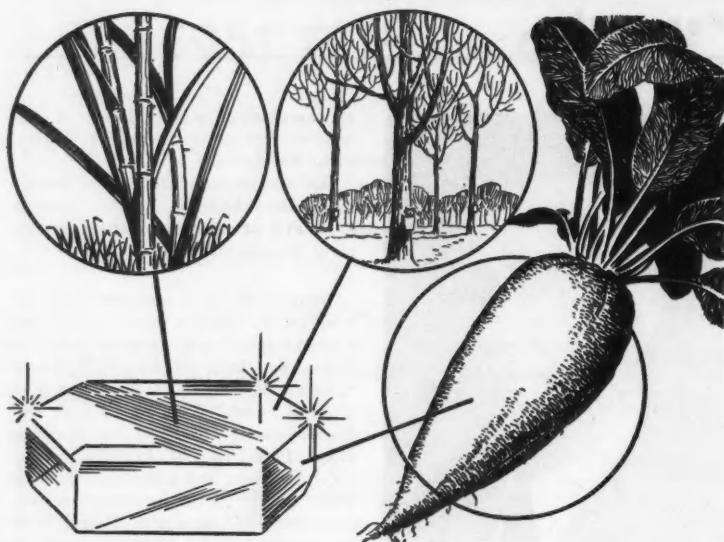
representative on the Board of Administrators of the Teachers' Retirement Fund.

He was appointed to the Senate to succeed Eric C. Ansley, general secretary of the Association, whose term expired this year.

Dean Peik had accepted our invitation to attend the Calgary and Edmonton City conventions in February 1952, as the ATA guest speaker. His death in December was a great shock to all of us who had been looking forward to meeting Dean Peik, one of America's foremost teachers and educators. Wesley Peik taught in a one-room school, was principal of a school, and later superintendent in a small town in Minnesota, was then appointed to the staff of the College of Education of the University of Minnesota, and became dean in 1938.



WESLEY E. PEIK



... THEY'RE ALL SUGAR!

Or, to be more scientifically exact, the sugar cane, the sugar maple, and the sugar beet all produce sucrose, or $\text{C}_{12}\text{H}_{22}\text{O}_{11}$. So does the watermelon for that matter. The important point to remember however, is this: whether it be sucrose from West Indies cane, or sucrose from Western Canadian sugar-beets

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The ATA Magazine

News from Our Locals

Barrhead Local

Officers elected at the organization meeting were president, L. Mellom; vice-president, J. Vanriper; secretary-treasurer, H. Joy Russell; salary negotiating committee, L. McKinley, T. Kurylo, and G. Annesley; councillors, W. Eddy and L. Jenken; publicity, Leah Thurston.

One hundred and fifty dollars has been granted by the sublocal to the General Library Fund of the new Barrhead Regional Library.

Local secretary, H. Joy Russell, has kept members well informed on meetings, which they might not have been able to attend, by the sending out of a monthly bulletin including a brief summary of each meeting and the proposed agenda of the next meeting.

At a meeting on December 8, Mr. Jenken reported on the Edmonton District Council meeting. Discussion has since been held on the resolutions of this meeting.

Beiseker-Kathryn Sublocal

Sublocal officers are Lorne Bunnyan, president; Floyd Lutic, vice-president; Margaret Weisgerber, secretary-treasurer; Dorothy Willmot and Margaret Albert, councillors; Ellis Velker, press. L. Workman and Tom Murray are the representatives on the salary negotiating committee.

Primary art and evaluating compositions were topics of discussions at meetings of the sublocal.

The salary schedule was the subject of discussion at the January meeting of the sublocal.

Buck Lake Sublocal

President W. Smith, Vice-President F. Meleshko, and Secretary-Treasurer R. Ohn were unanimously

returned to office at a recent meeting of the sublocal. LeOpal Powers is social convener and Olga Nowak, press correspondent.

A minimum salary of \$2000 for one year of training, with a \$1000 increase for each year of training, was the recommendation made for the salary negotiation committee by the sublocal at a recent meeting.

It was decided that a rate of five cents per mile be paid for each car used to attend sublocal meetings.

Discussion on remedial reading, pupil participation, enterprise, and language followed.

Bentley-Eckville Sublocal

Officers elected for Bentley-Eckville are president, A. Smith; vice-president, A. Herman; secretary-treasurer, P. Young; councillors, G. Lewis, V. Winters; press correspondent, S. Barker.

Programs for future meetings will be provided alternately by Eckville and Bentley.

Berry Creek Local

The possibility of a circulating newsletter for the local was discussed by members at a recent meeting.

Ronald L. Rhine is president and councillor for the local; Helen Ciz, vice-president; Helen Polley, secretary-treasurer and councillor; Laura Hilton, press correspondent.

Bow Valley Local

Bow Valley executive are president, John Hnatuk; vice-president, Robert Blick; secretary-treasurer, John Thompson; press correspondent, Annie Derrick. Chairman of the salary negotiating committee is Lester Inman and other members of the committee are Russel Collier, Norma Sherback, John Hnatuk, and Robert

Blick. Councillors are Mr. Hnatiuk and Nick Verigin.

Electoral ballots, with respect to amendments to the General By-laws of the Association, were discussed and voted upon.

An Alberta Blue Cross representative spoke to the teachers regarding group hospitalization. Plans were made to organize such a group in the division.

Clover Bar Sublocal

Thirty-two teachers heard an interesting and informative talk by Superintendent J. C. Jonason on the place for formal teaching in the school curriculum today, at a January sublocal meeting. Dr. Jonason pointed out that some drill and formal instruction is often needed to overcome apparent deficiencies that exist in spelling, word usage, and elementary grammar.

Frank Dembicki submitted for criticism and approval a tentative program for the musical festival to be held in May.

Correspondence School Branch Local

The 1952 local executive was installed at a meeting in the Museum of Arts Building on January 18. Helen Berry was chairman.

Marian Gimby, ATA president, addressed the group and answered questions which arose during the meeting.

Councillors Alice Stephenson and Elizabeth Filipkowski gave a report on the Edmonton District Council meeting.

Czar-Hardisty Sublocal

Superintendent E. G. McDonald was the guest speaker at the sub-local's January meeting. His subject was Enterprise Teaching. Mr. Mc-

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Donald emphasized the use of the enterprise as a technique rather than as a mere presentation of subject matter, and explained the parallel activities device for integrating different subjects.

The meeting was held in Czar's newly-completed modern school, with the largest attendance of the year.

Drumheller Sublocal

A panel discussion and question and answer period on the teachers' retirement plan, and a discussion of salary negotiations was held at the January meeting of Drumheller Sublocal.

Rev. A. G. S. Edworthy's talk on "Scientific Alcohol Education" and a discussion on electoral ballots were topics at previous meetings of the sublocal.

Edson Sublocal

Sublocal officers are president, M. D. Meade; vice-president, Hugh

Dakin; secretary-treasurer, John Lewis; press correspondent, Christine Hellekson.

Forty Mile Sublocal

Sublocal officers are Cliff Cummins, president; Roy Thomas, vice-president; Ruby Knill, secretary-treasurer; councillor, Elroy Brosz; public relations officers, Lorraine Niwa and Vaughan Jones.

Three more meetings are to be held by the sublocal.

Two Hills Sublocal

At an institute meeting of the sublocal, N. Myskiw outlined courses discussed and the procedures followed by teachers attending the Banff Workshop. He expressed the hope that most teachers would at some time have the opportunity to attend the workshop.

F. Hanochko, superintendent of schools, emphasized the fact that a teacher is a student's model and

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teacher-student relations are often carried to the parents. Mr. Hanochko stressed the need of prestige in the teaching profession.

Teachers were divided into two groups to carry on discussion of the new curriculum. Headings chosen for the discussions were Foundations of Education, Enterprise, Art and Handwriting, Physical Education and Health, Health and Personal Development, Science, Social Studies-English, Literature-Language.

Turner Valley Sublocal

Turner Valley Local entertained the new teachers at an annual initiation banquet in October. Guests, representing various parts of the Valley were Mr. and Mrs. Clarke, Mr. and Mrs. Oakes, Mr. and Mrs. Kelly. Also present were Mr. and Mrs. Roy Eyres, of Arrowwood and C. M. Laverty of High River.

Vauxhall Sublocal

Teachers from Vauxhall, Enchant, and Circle Hill made plans at their November meeting for a spring musical festival. Ralph Ringdahl conducted an interesting program with report by various staff members on sections of *The School Act*, such as teacher transfers and the duties of a teacher. Frank Sakatch summarized the November issue of *The ATA Magazine*.

Wanham Sublocal

The testing program was reported at the November sublocal meeting to be still in the experimental stage. It is planned to test Grades V to VII in the different phases of English. The purpose of the tests is to give an overall picture of the language throughout the divisions.

Vermilion Sublocal

Salary negotiations was the topic discussed by sublocal members at their January meeting.

List of Voters

Election of Executive Council

Alberta Teachers' Association

A complete list of the members of the Alberta Teachers' Association as registered in the ATA office at January 31, 1952, is given on pages 45 to 62 inclusive.

Please see if your name is listed. If your name is not listed, notify the general secretary.

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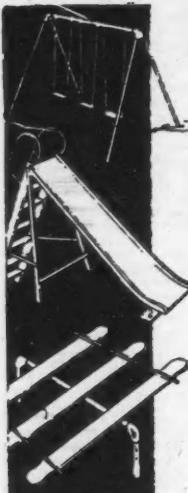
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Correction
In
Rocky Mountain School Division No. 15
Salary Schedule

Due to the application of Clause 2 of this schedule, only nine increments may be claimed for the year 1951-52.

The range should therefore be:

	1	2	3	4	5
Minimum -----	\$1500	\$1800	\$2100	\$2400	\$2700
Maximum -----	2300	2700	3000	3300	3600
Increments -----	8x100	9x100	9x100	9x100	9x100

For 1951-52, a cost-of-living payment of \$100 for teachers with married status and \$50 for those with dependent status should be paid.

Letters

Grande Prairie "Sitters"

November 13, 1951.

Dear Mr. Ansley:

At a meeting of the Grande Prairie ATA Local executive on November 10, 1951, Mr. Stan Hamby, superintendent of schools for the Grande Prairie Inspectorate, in clearing up the statement directed at "sitters", divulged the following information to the GPATA Local Executive:

(1) Experienced supervisors mark lessons of grades 1-6 inclusive upon recommendation of the superintendent of schools.

(2) They are paid \$5 a day basic wage plus 50¢ a day for former experience.

(3) They receive 75% of isolation bonus if such bonus is allotted to the school in which they supervise.

The Grande Prairie ATA Local executive thoroughly disapproves of the employment of "sitters" in the Grande Prairie Inspectorate as mentioned by the superintendent of schools, and requests that the Alberta Teachers' Association take necessary steps to cope with practices unfair to the teachers as a whole.

Yours sincerely,
H. E. HAIDUK,
Grande Prairie Local.

Official Opening

352 Alberta Street,
New Westminster, B.C.
January 6, 1952.

Dear Mr. Ansley.

I wish to thank you for your card of Christmas greetings, and will you please extend my thanks and good wishes to the Executive Council.

At this time, I should also like to express my thanks for *The ATA Magazine* that has come so regularly

ever since I retired. It has always interested me and I have enjoyed it.

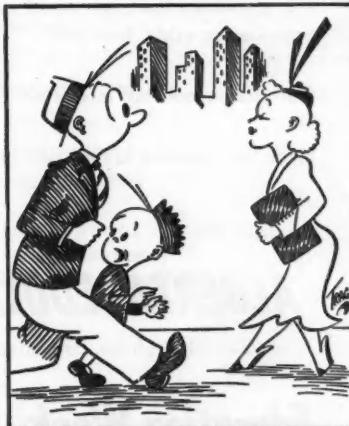
Especially interesting has been the December 1951 Magazine giving such a splendid description of Barnett House and of the opening ceremony. It is a copy we should all be proud to keep.

Gratefully yours,
ISABEL DURRAND.

The editor has received a letter from Munroe MacLeod, superintendent for Wheatland School Division No. 40, reporting that a list of suitable reading books for pupils in Grades I-III has been compiled by the division.

The books were selected with a view to interest, general appearance, and vocabulary content.

Anyone desiring a copy of this list of books is requested to contact Mr. Munroe MacLeod at 1410 Shelbourne Street, Calgary.



"Yeah Dad, that's her, but don't let all that pretty sweetness fool you."

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